

# Tips for Facilitating Morning Report

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# Outline

- How to:
  - Plan,
  - Organize, and
  - Run a morning report session

# Tips for Facilitating Morning Report

- 5 main themes below:
  - 1. Planning and preparation
  - 2. The case
  - 3. Running the show
  - 4. Wrapping up
  - 5. Closing the Loop

# PLANNING AND PREPARATION:

- 1) Ensure **audiovisual** aids are present and working before starting.
- 2) Start and end **on time**.
- 3) Encourage **all faculty** to attend and participate.
- 4) **Know** the audience (including names).

# THE CASE:

- The case can be **undifferentiated** or one for which the **diagnosis** and even **response to treatment** are known.
- There are **pros and cons** to the facilitator knowing details of the case in advance.
- If details of the case are **not known** to the facilitator, determine with the person presenting if the discussion should be **focused** on diagnosis, management or other pertinent issues.
- Cases need **not** be **limited** to inpatients and can include **ambulatory** cases and case **simulations**.

# RUNNING THE SHOW:

- Establish a **respectful** learning climate
- Personal **stories** and **reflections** on past cases can **engage** the audience
- Ensure time is spent discussing learning issues **valuable to all** present

## RUNNING THE SHOW (Cont'd):

- Facilitate and engage in **discussion** rather than deliver a lecture.
- Use a mix of **pattern recognition** and **analytical reasoning** strategies.
- Start with a **question** that has an **obvious answer** if dealing with a quiet audience.

## RUNNING THE SHOW (Cont'd):

- Promote **volunteerism** for answers as much as possible, but direct a question to a **specific person** if no one volunteers.
- **Begin** by engaging the **most junior** learners and advance to involve senior learners.
- Encourage resource stewardship and **evidence-based** medicine.



## RUNNING THE SHOW (Cont'd):

- Acknowledge areas of **uncertainty** and don't be afraid to say "**I don't know**".
- **Teaching "scripts"** or the use of a systematic approach to developing a differential diagnosis can be used when discussing **less familiar topics**.
- Highlight the **variability** in clinical approach amongst "**the experts**" in the room.

# WRAPPING-UP:

- Ensure there is time to summarize “take home points”.
- Provide learners with the opportunity to summarize what they have learned.

# CLOSING THE LOOP:

- Reinforcement of learning can include a **distribution** of a relevant **paper** or providing a **summary** of learning points via email or blog.
- Maintain a **case log** to ensure a balanced curriculum.
- Provide **feedback** to the case presenter and facilitator.

## Reference:

- Devine LA, Gold WL, Page AV, Shumak SL, Wong BM, Wong N, Stroud L. Tips for Facilitating Morning Report. Canadian Journal of General Internal Medicine. 2017. 12(1): 21-25.